



## **Williamsburg Charter High School Title I Schoolwide Program (SWP) Annual Review Report 2012**

### **Background**

A school operating a Title I Schoolwide Program (SWP) must review and revise its plan as necessary, evaluating it at least annually to determine whether:

- The academic achievement of all students has improved, particularly of low-achieving students;
- The schoolwide goals and objectives contained in the plan were achieved;
- The ten components are being implemented; and
- The plan is still appropriate as written.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. The results of the annual review should not be perceived as a sign that Williamsburg Charter High School (WCHS) should start over again with a new plan. Instead, WCHS should modify its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

WCHS's Title schoolwide program focuses on providing students with educational activities that will increase academic achievement and provide students with the tools needed for successful outcomes throughout high school, in college and in professional careers. After witnessing a majority of freshman students entering ninth grade with literacy and math skills below grade level since the school's inception, WCHS converted its Title I Targeted Assistance program into a schoolwide program to better serve students by focusing on increasing literacy and math proficiency levels.

WCHS's 2011-2012 schoolwide program predominantly focused on supplemental literacy and math instruction. WCHS views literacy and math proficiency as key to academic success in not only English classes and Regents examinations, but other courses such as social studies and science in which success depends on a student's ability to read, write, perform mathematical analysis and comprehend large amounts of information. To address these important academic needs, WCHS used Title I funding to staff supplemental literacy instructors, a supplemental math instructor and an Academic Intervention Services (AIS) instructor who worked with students in providing them with the foundations for academic success in their high school career and beyond.



**2011-2012 Regents Examination Results**

<b>Regents Examination</b>	<b>2010-2011 Percent Passing</b>
English	73.1%
Integrated Algebra	52.6%
Geometry	50%
Algebra2/Trigonometry	41%
Earth Science	71.3%
Living Environment	72.8%
Physics*	26.9%
Chemistry*	63.4%
Global Studies	41%
U.S. History/Government	53.9%
Latin*	76.3%
<i>*Less than 50 exams taken during the academic year</i>	

The table to the left displays the 2011-2012 Regents examination passing rates of Williamsburg Charter High School students. A student must score at least 65 in order to pass each Regents Examination. As displayed in the above table, WCHS students achieved the highest levels of proficiency in the Latin, English, and Living Environment and Earth Science Regents examinations. The results of students in the Physics, Global Studies, Algebra II/Trigonometry, and Geometry examinations exhibited the highest need for student improvement. Please note that August 2012 Regents examination scores are not included since these scores have yet to be released.



**2011-2012 Classroom Academic Results**

2011-2012 Semester 1					
	2015 Cohort	2014 Cohort	2013 Cohort	2012 Cohort	Average
Math	70.5%	74.2%	73.4%	73.5%	72.9%
Science	78.7%	85.3%	83.1%	89.3%	84.1%
English	86.7%	90.4%	87%	77%	85.3%
Social St	84%	92.7%	91%	90.2%	89.5%
Latin	92.9%	79.7%	87.6%	86.8%	86.8%
2011-2012 Semester 2					
Math	69%	72.6%	69.1%	76.2%	71.7%
Science	81.3%	79.1%	82.1%	85.1%	81.9%
English	84.5%	86.9%	83.3%	83%	84.4%
Social St	77.1%	87.2%	88%	92%	86.1%
Latin	81.8%	82%	82.4%	83.3%	82.4%

The table to the left displays the classroom academic results of students in Semesters 1 and 2 of the 2011-2012 school year. The passing rate for all WCHS classes is 70%, compared to the majority of other public schools where the passing rate is 65%. Students exhibited impressive levels of achievement in Latin, English, social studies and science, but showed some area for improvement in math. In comparison to the passing rates of the 2010-2011 school year, WCHS students increased in all subjects except Latin, which showed a marginal decrease of only a few percentage points.



### **2010-2011 Supplemental Literacy Instruction Results**

In addition to examining Regents examination results, classroom academic results, and students' success in meeting adequate yearly progress targets, WCHS examined the efficacy of its supplemental literacy instruction using four specific methods, including 1) The Gates MacGinitie Reading Test, 2) Student surveys and 3) teacher surveys.

- **Gates MacGinitie Reading Test Results:** Gates MacGinitie tests were administered in September 2011 and June 2012 to a sample of 212 students in order to document student literacy growth. Throughout this period, **75%** of students showed an increase in their reading level. **25%** of students showed an increase of two or more grade levels and **50%** of students increased their reading level by one or more years. No change was shown for **4%** of the sample and **21%** showed a decrease in their reading level.
- **Teacher Survey Results:** Teachers were asked a number of survey questions on their overall impression of the program and the degree to which students used strategies learned in supplemental literacy instruction. The majority of teachers surveyed saw increases in students' use of each of the nine different reading strategies. The highest percentage of teachers saw increases in the following categories: 1) annotating and interacting with the text (**85%**), 2) building connections between different subjects (**92%**), 3) synthesizing/paraphrasing information (**92%**), 4) questioning to build knowledge (**92%**), and 5) summarizing information (**92%**). Based on survey results, 54% (7/13 teachers) strongly believed the Literacy program was effective, and 46% (6/13 teachers) believed it was effective, but had reservations regarding the rate of reading development or its degree of efficacy.
- **Student Survey Results:** Students were administered a survey of twenty-six questions to determine students' perceived effectiveness of supplemental literacy instruction. On average, **96%** of students believed they had grown as a reader throughout the year and **74%** felt they had learned throughout the year that reading can be enjoyable. More than **88%** attributed supplemental literacy instruction to making them better readers and writers. While **93%** of students felt that the class should be offered again in 2012-2013, only **81%** of students found it to be enjoyable, signifying that some students would still recommend the literacy program even though they did not find it enjoyable.



**2010-2011 Regents Examination Results Compared to Prior Years**

Regents Examination	Percent Passing		
	2009-10	2010-11	2011-12
English	58.2%	77.4%	73.1%
Integrated Algebra	55.2%	64.3%	52.6%
Geometry	47.2%	56.4%	50%
Algebra2/Trigonometry	62.1%	45.7%	41%
Earth Science	55.6%	57.9%	71.3%
Living Environment	69.5%	77.3%	72.8%
Physics	80.8%	81.8%	26.9%
Chemistry	25.8%	48.3%	63.4%
Global Studies	34.6%	38.2%	41%
U.S. History/Government	62.4%	50.4%	53.9%
Latin	92.2%	87.3%	76.3%

WCHS first implemented its Title I schoolwide program (SWP) in the 2009-2010 school year. As displayed in table to the left, WCHS's Regents examination scores have improved in six out of twelve categories since implementation of the SWP.

**Analysis of 2010-2011 Results and Progress Made**

WCHS's Regents Examination results have improved in half of the categories since the implementation of the schoolwide program. Some of the most remarkable achievements can be seen in the English, Earth Science, and Chemistry Regents examination scores over the past three years. In 2009-2010, only **58.2%** of students tested achieved proficiency in English. In 2011-2012, after three years of operating a schoolwide program, **73.1%** of students tested achieved proficiency. Earth Science scores improved from **55.6%** to **71.3%**; and Chemistry from **25.8%** to **63.4%** throughout this same period.

While English Regents examination results have improved by close to **15** percentage points over the last three years of the schoolwide program, WCHS recognizes that there is room for additional improvement in English literacy levels among students as evidenced by Social Studies Regents passing rates. WCHS also recognizes that there is also additional room for improvement in math. As displayed in the table above, WCHS math Regents passing rates have marginally fallen in two out of three categories over the past three years. Based on this data, WCHS should review content and learning strategies presented in math instruction in order to better support students and promote higher math Regents passing rates.



**Evaluation of Implementation of Ten Required Schoolwide Program (SWP) Plan Components**

Each Title I school operating a schoolwide program must develop a schoolwide plan and annually review it to evaluate its implementation and ensure that the ten required components are being addressed as written in the schoolwide plan. Please refer to the below chart for an evaluation of each of the ten required schoolwide program plan components.

<b><i>Required Schoolwide Program Plan Component</i></b>	<b><i>Analysis</i></b>	<b><i>Conclusions/Recommendations for Revision</i></b>
1. Comprehensive needs assessment	SWP plan revised from that of 2010-2011 to include comprehensive needs assessment. Majority of information still current.	Review of SWP plan to ensure current needs are adequately described and included.
2. Schoolwide reform strategies	SWP plan includes majority of schoolwide reform strategies with adequate detail.  New to SWP plan for 2011-2012: detailed information on supplemental literacy, academic intervention services and current student support structure.	Review to ensure strategies that have changed since 2011-2012 are adequately detailed.
3. Instruction by highly qualified teachers	Instruction by highly qualified teachers included in the SWP plan, including information on demonstration of subject-area competency	Review to ensure sufficient detail on highly qualified instruction is included.
4. High-quality and ongoing professional development	Methods of high-quality and ongoing professional development detailed fully and adequately in the SWP plan.	Review SWP plan to ensure accuracy with current professional development activities.
5. Strategies to attract highly qualified teachers to high-need schools	Multiple strategies to attract highly qualified teachers are referenced in the SWP plan.	Review SWP plan to include any additional strategies WCHS uses to attract highly qualified teachers.
6. Strategies to increase parental involvement	Strategies to provide and increase	Update SWP plan to include new strategies to



	parental involvement activities included with thorough detail.	be implemented based on ESEA Waiver Request and new accountability determinations.
7. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs	N/A	N/A
8. Measures to include teachers in decisions regarding the use of academic assessments	Measures to include teachers in decisions regarding the use of academic assessments is included in the SWP plan.	Review SWP plan to ensure it adequately details measures WCHS employs to include teachers in decisions regarding the use of academic assessments
9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance	Majority of activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance are included and detailed adequately.	Update SWP plan to include any activities or assistance strategies that may have changed since last revision of the SWP plan.
10. Coordination and integration of federal, state, and local services and programs	SWP plan contains information on WCHS's compliance with federal, state and local regulations and acts as well as information regarding interactions with the school's district in supporting IEP students.	Review SWP plan to ensure all information on coordination and integration of federal, state and local services and programs is still current as described and that new efforts are adequately documented.



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**Questions, Comments, Suggestions Regarding Annual Review of WCHS Schoolwide Program?**

Please write to WCHS's Title I Coordinator, Joseph Cardarelli, at [jcardarelli@thewcs.org](mailto:jcardarelli@thewcs.org) with any questions, comments or suggestions regarding the school's Title I program and annual review report.